

SOLOM - STUDENT ORAL LANGUAGE OBSERVATION MATRIX (OPTIONAL)

Student Name _____

Grade _____ Date _____

Language Observed _____ Observer Signature _____

Directions: Based on your observation of the student, indicate with an "X" in each category the level that best describes the student's abilities.

	Level 1	Level 2	Level 3	Level 4	Level 5
A. Comprehension	– Cannot be said to understand even simple conversation.	– Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	– Understands most of what is said at slower-than-normal speed with repetitions.	– Understands nearly everything at normal speech, although occasional repetition may be necessary.	– Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	– Speech is so halting and fragmentary as to make conversation virtually impossible.	– Usually hesitant: Often forced into silence by language limitations.	– Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	– Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	– Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.
C. Vocabulary	– Vocabulary limitations so extreme as to make conversation virtually impossible.	– Misuses words and very limited vocabulary; comprehensive quite difficult.	– Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	– Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	– Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	– Pronunciation problems so severe as to make speech virtually unintelligible.	– Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	– Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	– Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	– Pronunciation and intonation approximate that of a native speaker.

	Level 1	Level 2	Level 3	Level 4	Level 5
E. Grammar	– Errors in grammar and word order so severe as to make speech virtually unintelligible.	– Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	– Makes frequent errors of grammar and word-order which occasionally obscure meaning.	– Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	– Grammatical usage and word order approximate that of a native speaker.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.

Student Oral Language Observation Matrix (SOLOM)

Directions: Use the SOLOM instrument to assess students' English language proficiency if there are other assessment scores available to you (i.e., Woodcock-Muñoz). This instrument determines students' comprehension, fluency, vocabulary, pronunciation, and grammar.

Basic Information on the SOLOM	The SOLOM is an information instrument that utilizes an interview format to observe language production in English and in other languages.
Testing Conditions	<p>It is important that you do not paraphrase or abbreviate what is being said. Questions and probe examples in English and Spanish are provided on the page to follow. It is not necessary for you to ask all of the questions on these pages, but be sure to ask at least one question from each of the choices in numbers 1-10. You may use similar questions of your choosing to elicit a meaningful language sample. Asking probing/clarifying questions is important to obtain a rich sample.</p> <p>If the interviewee cannot answer questions from the first three items, discontinue testing and indicate that this student is at Level 1.</p>
Scoring Procedures	Upon completion of the interview, rate the student's production on a scale of 1-5 in each of the five categories. To get an overall score, divide the sum of the five categories by 5. An average score of Level 3 or less indicates that the interviewee's proficiency is limited in that language. Students scoring at Level 1 in all categories can be said to have no proficiency in the language.

Examples of SOLOM Interview Questions in English and Spanish

1. What is your name? How many people are in your family? How are you feeling?	1. ¿Cómo te llamas? ¿Cuántas personas hay en tu familia? ¿Cómo te sientes hoy?
2. What day is today? Can you tell me your telephone number? What are your sister's and brother's names?	2. ¿Cuál día es hoy? Díme tu número de teléfono. ¿Cómo se llaman tus hermanos?
3. Where were you born? Tell me something about your family? Tell me something about your house?	3. ¿Dónde naciste? Díme algo acerca de tu familia. Díme algo acerca de tu casa.
4. What do you like to do in school? What do you dislike about school? How do you get to school?	4. ¿Qué te gusta de la escuela? ¿Qué no te gusta de la escuela? ¿Cómo llegas a la escuela? (...¿caminando, en carro, en autobús?)
5. What is your favorite thing to do when you have free time? Why? What is your favorite television program? Why? Who is your favorite famous person? Why?	5. ¿Qué más te gusta hacer cuando tienes tiempo libre? ¿Porqué? ¿Cuál es el programa de televisión que te gusta más? ¿Porqué? ¿Quiénes de las personas famosas te gustan más? ¿Porqué?
6. What happened to you that was an important event in your life? What goals do you have for the future? What would you do or be if you could do or be anyone?	6. Pláticame acerca de un evento importante en tu vida. ¿Cuáles metas tienes para el futuro? ¿Qué harías o qué personas serías si pudieras?
7. What is your favorite game or hobby? What do you like to do best when you have free time after school?	7. ¿Cuál es tu juego o pasatiempo favorito? ¿Qué más te gusta hacer después de la escuela?
8. What is your favorite book? Tell me about the book. Why do you especially like that book?	8. ¿Cuál es el libro que te gusta más? Díme algo acerca del libro. ¿Porqué te gusta este libro?
9. Tell me a story, fairy tale, riddle, or joke.	9. Díme un cuento, cuento folklórico, adivinanza, o chiste.
10. What is your favorite food? How do you make it?	10. ¿Cuál es tu comida favorita? Díme cómo se prepara esta comida.

Examples of SOLOM Interview Questions in English and Spanish Early Childhood Modified Version

1. What is your name? How are you feeling? (Prompt: happy, sad, mad)	1. ¿Cómo te llamas? ¿Cómo te sientes? (Feliz, triste, enojado)
2. Can you tell me how old you are? Where is your nose? Your ears? Your shoes?	2. Dime, ¿Cuántos años tienes? ¿Dónde está tu nariz..., tus oídos..., tus zapatos?
3. What day is today? Tell me who is in your family.	3. ¿Qué día es hoy? ¿Quién vive en tu casa?
4. What is your favorite food? What is your favorite kind of ice cream?	4. ¿Cuál es tu comida favorita? ¿Qué sabor de helado te gusta más? a.
5. Tell me something about your house. Do you have a dog? A cat? What is his/her name?	5. Plátame de tu casa... ¿Tienes un perro... un gato... ¿Cómo se llama?
6. What games do you like to play? Do you have a bicycle or scooter? Where do you ride it?	6. ¿A qué te gusta jugar? ¿Tienes una bicicleta o un patín?(scooter) ¿A dónde vas en ellos?
7. What is your favorite thing to do? (Using a book, ask . . .) Tell me about this picture.	7. ¿Qué es lo que más te gusta hacer? (<i>Using a book ask..</i>) Plátame algo de éste dibujo.
8. What do you like to watch on t.v.? Why? What is your favorite cartoon? Why?	8. ¿Qué te gusta ver en la televisión? ¿Porqué? ¿Quién es tu caricatura favorita? ¿Porqué?
9. Tell me a story. Tell me about this picture (show the child a picture).	9. Cuéntame una historia (cuento). Díme algo de éste dibujo (<i>show the child a picture</i>)